DOCUMENT RESUME

ED 297 794 JC 880 318

AUTHOR Carson, Virginia M.
TITLE Supervision of Part-Time Faculty: A Model for Community Colleges.
PUB DATE [88]
NOTE 17p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; *Faculty College Relationship; *Part Time Faculty; *Teacher Administrator Relationship; *Teacher Supervision; Two Year Colleges

ABSTRACT

Although 57% of community and junior college faculty are employed on a part-time basis, the supervision of adjunct faculty has received little attention in the literature. Reports on part-time faculty have generally dealt with their personal and professional characteristics, their job responsibilities and relationship to the college, and their effectiveness as instructors. The literature is replete with information and recommendations concerning in-service education for part-time faculty, but lacking in guidelines for faculty supervision. Based on the literature that does exist, it would seem that institutions should identify a supervisory position to coordinate instruction provided by part-time faculty, including responsibilities for recruitment, hiring, scheduling, orientation, counseling, in-service education, and evaluation. The evaluations of part-time faculty should include both student evaluations, classroom observations, and post-observation conferences. Since community colleges are likely to have significant numbers of part-time faculty for the next decade, research on the impact of part-timers on the student learning environment is in order. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297794

SUPERVISION OF PART-TIME FACULTY:

A MODEL FOR COMMUNITY COLLEGES

BEST COPY AVAILABLE

Virginia M. Carson
DeKalb College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. M. Carson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC 880 318

SUPERVISION OF PART-TIME FACULTY:
A MODEL FOR COMMUNITY COLLEGES

Although community colleges employ a significant number of part-time faculty members, the supervision of part-timers has received little attention in the literature. Literature on part-time faculty has generally addressed the issues of demographics of part-time faculty, relevance of using part-timers, and faculty staff development. Some questions have been raised about the effectivness of the instruction delivered by part-time faculty. There are numerous models of in-service education for part-time faculty. The role of the supervisor of part-time faculty in community colleges is not well-defined. Supervisor evaluation of part-time faculty is an integral factor in the development of a successful collegiate program. Student evaluation of faculty, supervisor observation of faculty, and the post-observation conference are components of faculty evaluation. Since community colleges are likely to have significant numbers of part-time faculty for the next decade, research on the impact of part-timers on the student learning environment is in order.

SUPERVISION OF PART-TIME FACULTY:
A MODEL FOR COMMUNITY COLLEGES

For reasons of economics and flexibility, community colleges employ a large number of part-time faculty members. Information collected by the American Association of Community and Junior Colleges in 1985 revealed that fifty-seven percent of the community and junior college faculty are employed part-time (Parson, 1985). If instruction is primarily in the hands of part-time faculty, what impact does this have on the coordination of curriculum and the evaluation of instruction? Institutional assessment will require answers to these questions and more. Supervision of part-time faculty is an administrative opportunity to organize interaction with part-time faculty. Yet the supervision of part-time instructors is an issue that has received little attention in the literature or in the administration of community colleges.

Given the current economic climate, the significant use of part-time faculty will be ensured for the next decade. Furthermore, uncertainty concerning planning exists in higher education as the number of available students is reduced through the 1990's (Miller, 1985). What is known about the impact of part-time faculty in higher education? Davis, Belcher, and McKitterick

(1986) have addressed the report of the National Institute of Education which suggested that the growing use of part-time faculty may have a harmful effect on higher education. Community colleges who continue to employ large numbers of part-time faculty will need to carefully consider the supervision of the part-timers.

What is known concerning the supervision of part-time faculty? Literature on part-time faculty has generally addressed the issues of the demographics of the part-time faculty, the relevance of using part-timers, and faculty staff development procedures. A descriptive study of the faculties in California community colleges ("Community college," 1978) reported that full-time faculty had more years of college teaching experience than part-time faculty. Turgeon's study (1983) of part-time faculty at Corning Community College in New York found that the part-time day faculty were primarily women. Tuckman (1981) has studied the issue of women as part-time faculty and has raised questions of equity in employment practices. Turgeon (1983) revealed that a leading reason for seeking part-time employment was that the respondent to the survey was not available for full-time employment or was already employed full-time. Hammons (1981) and Parson (1985) reported the legal isssues that have evolved in

several states in the use of part-time faculty including contracts, collective bargaining, and accreditation regulations. These reports have developed a profile of the part-time instructor who is perhaps less experienced in teaching than full-time faculty and/or working full-time elsewhere.

Besides describing the characteristics of the part-time instructor, other studies have been conducted which have considered the responsibilities of part-time faculty. Kellams and Kyre (cited in Miller, 1987) reported significant differences in the work load of full-time and part-time faculty. Full-time faculty advise, consult with students, and plan curriculum while part-timers do not. Yet, Turgeon's survey (1983) reported that 34% of part-timers would like to be involved in the selection of course materials and 31% would like to be involved in course development. These reports demonstrate the need for effective communication between full and part-time faculty. Behrendt and Parson (1983) recommended that part-time faculty be assigned to an instructional division instead of reporting as a group to an administrator. Parson (1985) called for regularly established communication with part-time faculty. This communication is the role of the supervisor. The supervisor should facilitate

communication with part-time faculty on curriculum matters and evaulate instruction.

The literature discussed whether the part-time faculty members were effectively carrying out their primary role of instruction. Miller (1987) questioned whether the impact of the part-timer on the student learning environment has been seriously studied. Jones (1984) concurred that reviews of the literature did not yield evidence that increasing the effectiveness of part-time faculty is a major concern. Further, Cottingham (cited in Jones, 1984) stated that "few part-time faculty have been given the necessary understanding of the practice and theory of adult learning to be as effective as their full-time counterparts. Adjunct staff also frequently lack an understanding of the community college mission and its students' needs and backgrounds" (p. 10). Andrews (1987) questioned the negligence of administrators in addressing poor instruction.

Because part-time faculty may need pedagogical assistance, institutions have offered a variety of staff development programs for part-time faculty. The literature is replete with information on in-service education for part-time faculty. Weichenthal (1977) suggested organizational change to make professional

development for part-time faculty an ongoing activity in community colleges. She stressed the need for a principal coordinator of part-time faculty with support from deans and division heads. She listed four constraints to a program of professional development: inadequate time and desire on the part of instructors, lack of institutional support, cost, and the "possible threat which part-time faculty members present to their full-time counterparts" (p. 37). Jones (1984) suggested including adjunct faculty on the faculty development committee, planning an orientation session each fall, designing and providing meaningful part-time staff development activities, and evaluating part-time faculty each semester. Falk (1975) noted that while neither full nor part time faculty consider in-service education to be important for many instructional tasks, full-time instructors "perceive a greater need for in-service education in selected instructional tasks than do part-time instructors" (p. 5). Winter (1981) suggested non-program activities for part-time faculty including buddy systems, part-time faculty organizations, and newsletters. A significant procedure for in-service education for part-time instructors seems to be first conducting a needs assessment and then involving part-time faculty in the development of the

program. Osborne and Bowling (1977b) reported that if teachers helped identify the topics of the in-service, it was four times as likely that the teachers participated in the in-service. In addition, an assessment of the staff development program should be conducted. Osborne and Bowling (1977a) recommended that supervisors document participation of teachers and the teachers' view of the effectiveness of the in-service.

Based on the literature, it is clear that institutions should identify a supervisory position to coordinate instruction provided by part-time faculty. Hammons (1981) reported that significant numbers of department chairpersons did not have adequate time to purposefully select and supervise part-time faculty. Andrews (1987) called for administrators "to recognize the problems they create by not establishing a systematic evaluation" (p. 23) of part-time faculty. Broadly defined, the supervisor's role encompasses recruitment, hiring, scheduling, orientation, counseling, in-service education, and evaluation. A constraint to a supervisory position in higher education is that in some institutions academic credentials in educational leadership are not a requirement for a supervisory position. Most full-time faculty have advanced degrees in their discipline area. Supervisors

may be called upon to implement skills, such as classroom observation and evaluation of faculty, for which they have no actual training. Hammons (1981) reported most supervisors unprepared to begin with and then received little training on the job.

Supervisor evaluation of part-time faculty is an integral factor in the development of a succesful collegiate program. Friedlander (1985) reported that while 67% of the administrators at Napa Valley College were generally satisfied with the procedures for selecting and evaluating staff, 41% of the part-time faculty were dissatisfied with the teacher evaluation procedures. A study by Falk (1975) surveyed supervisors of full and part-time faculty. The results demonstrated that supervisors of full-time faculty placed greater importance on some supervisory and personnel development practices than supervisors of part-time faculty. Evaluation of part-time faculty requires the determination of effective teaching criteria. Borich (1977) discussed methods of deriving competencies including: judgment, qualitative rating, observation, theory, and experimental studies.

The interaction between student and faculty is an important consideration in the evaluation of instruction. Andrews (1987) noted that high failure

rates and high number of withdrawals may be signals of poor instruction. Additionally, Andrews (1987) found that some adult students may never return to an institution if they felt they were poorly instructed. Community relations for the institution will suffer. In addition, student opinion of faculty needs has been studied. Jones (1984) noted differences between what part-time faculty request for professional development and what students would like part-time faculty to have for professional development. A frequent instrument used in the evaluative process is the student evaluation of faculty. Standardization of student evaluation can be established if supervisors administer the instrument rather than students. A constraint to student evaluation of faculty could be the validity of the items in the instrument. Centra (cited in Andrews, 1987) addressed the shortcomings of student evaluations, including a strong correlation between grades and ratings. Centra stated that this positive bias in ratings by students may not allow faculty to realize their shortcomings.

Another component of evaluation, the classroom observation, has been the subject of much attention in the literature. Because classroom observation is time consuming, observations of part-time faculty have

sometimes been omitted. Hammons (1981) revealed little or no evalution for part-time faculty in effect in many institutions and called for sweeping revisions. A classroom observation can benefit the supervisor. Griffith (1973) has suggested that the supervisor views different methods of instuction during observation, learns who the good role models are, and can suggest administrative changes as a result of classroom observations. Griffith noted that the observer must understand educational philosophy, be aware of different pedagogical strategies, and know the curriculum objectives of the materials. Data gathering devices for the observation range from a checklist to quantitative instruments. Andrews (1987) suggested that the supervisor should visit new part-time faculty early in the quarter to offer early formative assistance. Griffith (1973) suggested that a pre-observation conference may be helpful, especially for beginning teachers.

The classroom observation should be scheduled in conjunction with the post-observation conference. If the supervisor has not planned the conference, it may turn out to be hurried and brief or ramble and be unfocused. Griffith (1973) discussed the participatory conference which takes a problem solving approach and

the structured conference in which the supervisor tells the teacher what has been observed and persuades the teacher to consider changes. Both styles of supervisory behavior have relevant purposes. Glickman (1985) recommended that the supervisor have eclectic styles of supervision. Andrews (1987) stressed the importance of the follow-up action implicit in the conference.

The written report of the observation and post-observation conference is an important component of the evaluation process. The supervisor writes a summary of the evaluation and gives the instructor an opportunity to respond in writing. The written report can be a positive tool in encouraging professional development for the instructor. The supervisor then has a record of evaluations that may be useful in analyzing changes in instructional effectiveness.

The supervision of part-time faculty in community colleges is relevant to assessment of instruction and student progress in learning. Since community colleges are likely to have significant numbers of part-time faculty for the next decade, research on evaluation of part-time faculty both by supervisors and students and research on the impact of part-timers on the student learning environment is in order.

REFERENCES

Andrews, H. A. (1987). Part-time faculty evaluation: a mirage. Community Services Catalyst; 17, 22-25.

Behrendt, R. L., and Parson, M. H. (1983). Evaluation of part-time faculty. In Smith, A. (Ed.), Evaluating faculty and staff. New directions for community colleges, Number 41. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 225 633)

Borich, Gary (1977). The appraisal of teaching: concepts and process. Reading, MA: Addison-Wesley.

Community college instructors' out-of-class professional functions: report of a survey of full-time and part-time faculty in California community colleges (1978). Sacramento, CA: Community and Junior College Association. (ERIC Document Reproduction Service No. ED 154 873)

Davis, D., Belcher, M., & McKitterick, T. (1986). Comparing the achievement of students taught by part-time versus full-time faculty. Community/Junior College Quarterly of Research and Practice; 10, 65-72.

Falk, C. F. (1975). A study of the in-service education and supervision needs of community college business instructors in the state of

Illinois. Abstract of Ed.D. Dissertation, Northern Illinois University. (ERIC Document Reproduction Service No. ED 130 710)

Freidlander, J. and Gocke, S. (1985). Results of the fall 1984 survey of Napa Valley College administrators, classified staff, and faculty. Napa, CA.: Napa Valley College. (ERIC Document Reproduction Service No. ED 256 428)

Glickman, C. (1985). Supervision of instruction: a developmental approach. Boston: Allyn & Bacon.

Griffith, F. (1975). A handbook for the observation of teaching and learning. Midland, MI: Pendell Publishing.

Hammons, J. (1981). Adjunct faculty: another look. Community College Frontiers: 9(2), 46-53.

Jones, S. W. (1984). Determining effective teaching behaviors and staff development opportunities for adjunct faculty. Ed.D. Practicum, Nova University. (ERIC Document Reproduction Service No. ED 251 131)

Miller, R. J. (1987). The impact of part-time faculty on the learning environment, Journal of Continuing Higher Education, 35 (2), 5-10.

Osborne, A. and Bowling, J. M. (1977a) Supervisors and in-service education (pp. 59-71). In Osborne, A. (Ed.), In-service handbook for

mathematics education. Reston, VA: National Council of Teachers of Mathematics.

Osborne, A. and Bowling, J. M. (1977b) The context of in-service education (pp. 12-58). In Osborne, A. (Ed.), In-service handbook for mathematics education. Reston, VA: National Council of Teachers of Mathematics.

Parson, M. H. (1985). Part-time occupational faculty: a contribution to excellence. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 260 302)

Smith, A. (1983). A conceptual framework for staff evaluation. In Smith, A. (Ed.), Evaluating faculty and staff. New directions for community colleges, Number 41. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 225 633)

Tuckman, B. H., and Tuckman, H. P. (1981). Women as part-time faculty members. Higer Education; 10, 169-179.

Turgeon, M. L. (1983). Part time faculty: a comparative profile of charateristics and effectiveness at Corning Community College. Unpublished doctoral dissertation, Nova University. (ERIC Document Reproduction Service No. ED 244 654)

Weichenthal, P. B. (1977). Professional development handbook for community college part-time faculty members Urbana, IL: Illinois University, Office of Continuing Education and Public Services. (ERIC Document Reproduction Service No. ED 156 288)

Winter, G. M. (1981). Faculty development manual for adjunct staff in postsecondary occupational programs. Albany, NY: State University of New York, Albany, Two Year College Development Center. (ERIC Document Reproduction Service No. ED 233 777)

ERIC Clearinghouse for Junior Colleges SEP 30 1988